



Align, Engage, Advance:

A Strategic Plan to Transform Indiana's Workforce

The VISION

Every Indiana business will find the educated and skilled workforce necessary to compete successfully in the global economy.

Every Indiana citizen will have access to the information, education and skills required for career success.

The GOAL

All Hoosiers will have the opportunity to access career pathways aligned to their interests, skills and personal employment goals. At least 60 percent of Indiana's workforce will have the postsecondary knowledge, skills, and credentials demanded within Indiana's economy by 2025.

Indiana Career Council

June 2015

PILLAR 1: System Alignment

Objective 1: Provide a seamless system of partners that provides worker-centric and student-centric services			
1.1	<p>Streamline governance structures of the State's education, job skills development, and career training system</p> <ul style="list-style-type: none"> Establish a Career Council taskforce to examine the structure of Indiana's workforce agencies, regions, and partner service areas. Provide recommendations for changes and improvements in coordination to the Governor and General Assembly by October 1, 2014 <p>Progress to date:</p> <ul style="list-style-type: none"> System Alignment Task Force convened in July – September 2014 System alignment and asset map-service matrix developed Recommendations for system alignment improvements submitted 	System Alignment Task Force	Complete
1.2	<p>Ensure all partners in the Indiana's education, job skills training, and career development system share the common goal and mission of increasing the skill levels of Hoosiers and providing pathways to self-sufficient careers, and measure success utilizing the same performance metrics</p> <ul style="list-style-type: none"> Direct partners to collect and report on high-level, common outcome performance metrics through a "system dashboard" to be reviewed regularly by the Career Council. Direct the INK Governance Committee with ensuring that INK will effectively measure these system outcomes on both a short-term and longitudinal basis, with appropriate breakouts based upon demographic categories, education levels, and programs <p>Progress to date:</p> <ul style="list-style-type: none"> A number of data reports from CHE, DOE, DWD, and FSSA can be accessed via the INK website. This information can be used to track progress toward outcomes within the Strategic Plan. INK staff is working on a no cost grant extension of the State Longitudinal Data System federal grant. Data from CHE, DOE, and DWD have been loaded to answer two key research questions. The data for final reports is being validated. 	CHE, DOE, DWD, FSSA, INK	In progress

1.3	<p>Increase connectivity and service integration among partner agencies within the talent development system</p> <ul style="list-style-type: none"> • Direct the Department of Workforce Development, the Commission for Higher Education, the Family and Social Services Administration, and Ivy Tech to establish inter-agency and inter-organizational policies that eliminate the duplication of services provided to clients of Indiana's talent development system. • Inter-agency policies must be developed by January 1, 2015, and fully implemented by July 1, 2015 <p>Progress to date:</p> <ul style="list-style-type: none"> • DWD and FSSA are establishing a partnership in which clients may receive employment and training services through a variety of programs that are offered by DWD. 	CHE, DWD, FSSA, Ivy Tech	In progress
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PILLAR 2: Worker- And Student- Centric Services

Objective 2: Link career pathways to Indiana high wage, high demand careers for students and workers across the K-12, post-secondary and adult systems			
2.1	<p>Improve the foundational and career/technical skills of Indiana's students and workforce</p> <ul style="list-style-type: none"> Require school improvement plans to include college and career ready goals Ensure that the State Board of Education and the Department of Education establish the proper assessment strategies that have the highest rigor and ensure that Indiana's students demonstrate the baseline foundational skill levels to be college and career ready when they finish high school As charged by HEA 1213, complete the analysis of Indiana's Core 40 and other diploma offerings, ensuring that diplomas clearly demonstrate that students are ready for the rigors of post-secondary studies and the workplace Support the Department of Workforce Development in ensuring that the standards established by the State Board of Education are reflected in the practices of Indiana's Adult Education system <p>Progress to date:</p> <ul style="list-style-type: none"> Core 40 Subcommittee convened in June 2014 through May 2015. Core 40 Subcommittee is gathering feedback on draft diplomas through June 30, 2015. 	CHE, Core 40 Subcommitte e, DOE, DWD, SBOE	In Progress
2.2	<p>Expand the career education component across all grades K-12, post-secondary, and workforce to assure a system that provides intentional ways for all students to have opportunities for career exploration and investigation, career preparation, and skills development</p> <ul style="list-style-type: none"> Integrate career information and preparation into all levels beginning in elementary school through post-secondary education and training to assure that students can see a clear, transparent connection between their program of study (pathway plan) and tangible career opportunities Utilize school/community partnerships and partnerships with local employers to provide enhanced work-and-learn (work based learning) opportunities that can be expanded upon as students move through K-12 and postsecondary education into the workforce 	DOE, DWD, CHE, IEDC, Pathways Taskforce	In progress

	<p>Progress to date:</p> <ul style="list-style-type: none"> • The Career Council Pathways Taskforce has worked with the Education and Workforce Innovation Network (EWIN) at the Center of Excellence in Leadership of Learning (CELL) and key stakeholders across the state to develop a document that clearly defines elements of a career pathways system. • A process document has been created for aligning various pathways programs into an integrated pathways system. • A “State of the Workforce” is under development so counselors have the most up-to-date information on in-demand, high-wage occupations. • Over \$4.3 million in state funds and \$2.7 million in private match funds were awarded by the Indiana Regional Works Councils through the CTE Innovative Curriculum grants. Dual credits and/or workforce credentials were a component of the programs receiving awards. • Proposed changes to the Core 40 diploma include the addition of the Preparing for College and Careers and a College and Career Readiness sequence. • The Skills Enhancement Fund provided by the Indiana Economic Development Commission provides assistance to business to support training and up-skilling of employees. 		
2.3	<p>Ensure that students and workers at all levels throughout Indiana are provided with meaningful career counseling and career preparation</p> <ul style="list-style-type: none"> • Engage educators and career counselors as “agents for change” in successfully counseling and preparing students and workers for the competitive demands and continued evolution of the workplace • Offer robust professional development opportunities for educators and career counselors from K-12 education, post-secondary education, the workforce system, and social services, including online learning platforms to access career education resources • Ensure that educators and career counselors at all levels are equipped with the tools and resources, including assessments, career exploration tools (such as Indiana Career Explorer), and labor market information, they need to provide meaningful career preparation and guidance • Provide incentives and training for all educators, career counselors, and work-and-learn coordinators to increase work-and-learn opportunities for all students • Educate classroom teachers and counselors with components of the four year graduation plans and career exploration/guidance systems 	DOE, DWD, CHE	In progress

	<ul style="list-style-type: none"> Improve coordination among Indiana’s education, job skills development, and career training systems and develop multi-agency policies and practices that integrate career counseling functions (see Objective 1) <p>Progress to date:</p> <ul style="list-style-type: none"> Career Counseling standards are undergoing revisions. A College and Career Counseling certificate has been developed by Butler University and may be adopted by other universities. A “State of the Workforce” is under development so counselors have the most up-to-date information on in-demand, high-wage occupations. Proposed changes to the Core 40 diploma include the addition of the Preparing for College and Careers. Indiana Career Explorer is available to all Indiana residents to provide career interest information. There have been a series of postsecondary pathways events hosted by the Regional Works Councils and the Indiana Youth Institute. 		
2.4	<p>Provide incentives for all partners to participate in a system to provide meaningful career education at all levels for all students (K-12, post-secondary, and adult workers)</p> <ul style="list-style-type: none"> Facilitate business/industry communications and connections with education systems at state, regional, district and school corporation levels Facilitate state agency collaborations and practices which encourage business engagement through procurement incentives and other administrative requirements for receiving state funding Encourage partnerships among all K-12 and post-secondary educators, students, employers, and government to develop career opportunities for high school students preparing for careers and college focusing on the near and midterm career opportunities within Indiana and the individual local/regional area <p>Progress to date:</p>	CHE, DOE, DWD, Pathways Taskforce, Works Councils	In progress

	<ul style="list-style-type: none"> • EWIN will be awarding regional grants for sector strategies/partnerships and career pathway development. • Some CTE centers are expanding programming to adult education. • CHE sponsored the Career Ready Campaign to encourage business and education partnerships. • Business and community partners awarded over \$2.7 million in matching funds for the CTE Innovative Curriculum grants. • There have been a series of postsecondary pathways events hosted by the Regional Works Councils and the Indiana Youth Institute. • EWIN is hosting a series of coalition building events to encourage business and education partnerships. 		
Objective 3: Increase the number of students and adults who attain post-secondary skill certifications and degrees			
3.1	<p>Request that the General Assembly provide financial incentives in the form of a graduation grant (administered by the Commission for Higher Education) for Hoosiers attending Indiana’s post-secondary institutions to earn degrees or quality workforce credentials tied to the priority sectors identified by the Career Council.</p> <p>Progress to date:</p> <ul style="list-style-type: none"> • Funding for this program was requested in HB1262, but there was no appropriation. 	CHE	In progress
3.2	<p>Capitalize on previous investments made by students and the State by encouraging Hoosiers with some college, but no degree, to return and complete</p> <ul style="list-style-type: none"> • Charge post-secondary institutions to develop returning adult pathways – customized transfer pathways between the school most recently attended and other programs that cater to adult populations, as well as “reverse transfer” pathways between four-year institutions and the community college for those students who opt to return for an associate degree instead of completing a four-year degree • Develop a statewide messaging campaign through the Commission for Higher Education and provide information to post-secondary institutions about their non-graduates and their remaining financial aid eligibility in preparation for a statewide coordinated outreach effort 	CHE	In progress

	<ul style="list-style-type: none"> Encourage post-secondary institutions to implement financial incentives for non-graduates to return Request that the Indiana General Assembly fund graduation grants (administered in identical fashion to those in Strategy 3.1) for Hoosier non-graduates who return and complete a degree by 2020. <p>Progress to date:</p> <ul style="list-style-type: none"> The Return and Complete Project was added as a new chapter, IC 21-18-14, in Indiana Code to allow for the definition of a “return and complete student” and allowing the Commission for Higher Education to adopt guidelines for data exchange and targeted outreach for those students. 		
3.3	<p>Ensure that all Indiana high school students are provided with opportunities to earn high quality, transferrable post-secondary credit and/or quality workforce credentials while still enrolled in high school</p> <ul style="list-style-type: none"> Challenge Ivy Tech Community College of Indiana, Vincennes University, and Indiana’s public four-year institutions to enhance engagements with high schools to ensure dual credit opportunities are appropriately rigorous and transferrable to post-secondary institutions Challenge the regional works councils, local school systems, and employers to increase the number of quality workforce credentials opportunities provided to high school career and technical education students <p>Progress to date:</p> <ul style="list-style-type: none"> Vincennes University received \$3 million in annual funding in the most recent biennial appropriation for the CTE Early College Initiative. Over \$4.3 million in CTE Innovative Curriculum grants have been awarded by the Indiana Regional Works Councils in which dual credits and/or workforce credentials were a component of those programs. Over \$27 million for dual credit funding has been awarded to state universities in the most recent biennial appropriation. 	DWD, K12 schools systems, Post-secondary institutions, Regional Works Councils	In progress

3.4	<p>Ensure that Indiana’s two year colleges implement and scale best practices that increase the persistence, on-time completion rates, and labor market outcomes of their students</p> <ul style="list-style-type: none"> Ivy Tech Community College of Indiana and Vincennes University should implement and scale data-driven, best practice models. <p>Progress to date:</p> <ul style="list-style-type: none"> Ivy Tech, DWD, and DOE are working on an integrated approach for CTE pathways. Ivy Tech is a partner with some of the Innovative Curriculum grant award winners. Vincennes University received \$3 million in annual funding in the most recent biennial appropriation for the CTE Early College Initiative. 	<p>DOE, DWD, Ivy Tech, VU</p>	
3.5	<p>Increase the availability and usage of prior learning assessments and competency-based education models for returning adult students</p> <ul style="list-style-type: none"> Ensure all public post-secondary institutions in Indiana have easily accessible, low-to-no-cost options for providing prior learning assessments and resulting credit to returning adult students that have demonstrable knowledge and proficiency in academic areas Encourage all public post-secondary institutions to investigate the implementation and usage of competency-based education models as a mechanism for reducing the time-to-completion for returning adult students <p>Progress to date:</p> <ul style="list-style-type: none"> Conversations with WGU about their competency-based model have occurred, and a member from WGU will be joining the SWIC. The Polytechnic Institute at Purdue University has received approval to move to a competency-based model. 	<p>CHE, DWD</p>	<p>In progress</p>

Objective 4: Elevate the importance of work-and-learn models			
4.1	<p>Incentivize the business community to provide more work-and-learn opportunities to Hoosier students and adults</p> <ul style="list-style-type: none"> • Evaluate the EARN (Employment Aid Readiness Network) Indiana program as a model for subsidizing work-and-learn at the postsecondary level • Target incentives toward businesses in priority sectors • Provide employers with guidelines/resources to assist in offering work-and-learn experiences • Work with the Indiana Chamber of Commerce, Indiana Manufacturers Association, National Federation of Independent Businesses, and other industry associations to challenge existing employers to add 10,000 new work-and-learn experiences in the state to retain skilled talent in Indiana <p>Progress to date:</p> <ul style="list-style-type: none"> • Development and dissemination of <i>A Guide to Talent Attraction and Development for Indiana Employers: Leveraging Work-and-Learn Opportunities to Attract Qualified Hoosier Talent</i> • Sector Partnership National Emergency Grant application submitted to US Department of Labor for funds to provide employer incentives for work-based training • Work-and-learn opportunities will play an integral role in the EWIN sector partnership and career pathway system development 	DWD, Pathways Task Force	In progress
4.2	<p>Task the Indiana Network of Knowledge with identifying a method of tracking work-and-learn experiences that are completed throughout the state</p> <ul style="list-style-type: none"> • Develop an inventory of the work-and-learn learning opportunities being provided by public, and to the extent possible, private partners in Indiana • Review best practices from other states and/or regions in tracking work-and-learn experiences • Connect data on work-and-learn experiences to longitudinal outcomes captured within INK <p>Progress to date:</p> <ul style="list-style-type: none"> • Conversations with Indiana INTERNnet, Independent Colleges of Indiana, and CHE have begun to determine ways to track work-and-learn opportunities across the state. 	CHE, DWD, Pathways Taskforce	

PILLAR 3: Demand-Driven Programs and Investments

Objective 5: Adopt a data-driven, sector-based approach that directly aligns education and training with the needs of Indiana's regional economies			
5.1	<p>Directly link public investments for education, training, and career development to the priority industry sectors within Indiana's economy, including advanced manufacturing, agriculture and agri-business, energy, information technology, life sciences and health care, logistics, and defense and national security</p> <ul style="list-style-type: none"> Recommend that the Indiana General Assembly formally charge the Career Council with conducting a detailed, data-driven analysis every two years, at minimum, to identify the industry sectors where publicly-funded job skills and training funds will be targeted Based upon the results of the Return on Investment Study of Career and Technical Education Programs, directed by HEA 1064, collaborate with the State Board of Education, the Department of Education, and the regional works councils to ensure that the funding formula utilized for career and technical education programs provides clear incentives tied to the priority sectors <p>Progress to date:</p> <ul style="list-style-type: none"> ROI Study of Career and Technical Education completed in October 2014. Priority Now and Priority Future sectors identified and adopted by the Pathways Taskforce in May 2015. 	Pathways Taskforce, Sector Strategies Taskforce	Complete
5.2	<p>Launch and/or expand regional sector partnerships that complement the State's priority industry sectors to provide a mechanism for Indiana's education, job skills development, and career training system to collect information and respond to sector needs</p> <ul style="list-style-type: none"> Establish a Career Council Taskforce that will design the regional sector partnership framework Charge the regional works councils with documenting existing industry initiatives/organizations within the state to build upon when designing the framework. Provide flexibility within the framework for regions to leverage these existing initiatives. Determine the necessary resources (staff, financial resources) for regional works councils to guide the implementation of robust sector partnerships in all regions of the state 	DWD, Pathways Taskforce, Regional Works Councils, Sector Strategies Task Force	In Progress

	<ul style="list-style-type: none"> • Convene regional stakeholders for a statewide Sector Partnership Forum to share the vision, ideal structure, and tools/support that will be available as well as allow for networking and peer-to-peer learning • Assist the regional works councils in providing technical assistance/start-up assistance to regional sector partnerships <p>Progress to date:</p> <ul style="list-style-type: none"> • Sector Strategies Task Force and Pathways Task Forces were merged to design the regional sector partnership framework. • With input from key stakeholders and the Career Council’s Pathways Taskforce, EWIN developed the Indiana Sector Partnership Initiative. • EWIN plans to provide technical assistance and seed funding for sector partnerships. • Sector Partnership National Emergency Grant application submitted to US Department of Labor for funding to support expansion of regional sector partnerships. 		
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